

FAMILY AND CONSUMER SCIENCES 2 ACTIVITIES

Course Code: 5809

A. Interpersonal Relationships

1. Differentiate factors that contribute to functional and dysfunctional relationships.

- Use the dictionary to define functional and dysfunctional. On paper strips, have each student list 1 quality that would contribute to a functional relationship and one for a dysfunctional relationship. Collect and list them on the board.
- Identify guidelines for establishing positive relationships with friends and acquaintances.
- Create a survey to determine what factors peers and teachers think contribute to successful relationships, and what factors cause relationships to dissolve. Compile factors from the surveys and draw conclusions based on the findings.
- Using the list from the survey, have students rank relationships they know on a scale of 1 to 10, with 1 being unsuccessful (dysfunctional) and 10 being successful (functional).

2. Demonstrate teamwork and leadership skills in interpersonal relationships.

- Group Activity-Each group will plan a major event that would interest young people (party, carnival, outing for young children/teenagers). They must choose an activity, create the invitation/flyer, and develop a list of activities that will occur during the event, menu and food needed, favors, location and budget. To complete the project, oral and written presentations must be given.
- Have students work in groups to plan a family fun night. The event must include enough activities that will engage a family for at least 90 minutes. Plans will be shared with the class. Each group member is to execute those plans in their own families and write a report of the results.
- Have FCCLA Club members develop a presentation on communication skills to offer freshmen students during a study hall period.

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B. Career, Community, and Family Connections

- 1. Analyze potential career pathways to determine the knowledge skills and attitudes associated with Family and Consumer Sciences.**
 - Utilize SCOIS for career development
 - Invite guest speakers in FCS professions
 - Compare and contrast careers in FCS to other careers- Graphic Organizer
- 2. Demonstrate transferable employability skills in community and workplace settings.**
 - Build a career-planning portfolio. Components to include but are not limited to are; descriptions of FCS careers, resume, sample cover letter, interview skills, and job search tips. *Note: Students that may not be interested in pursuing a FCS career may conduct research on how their career of choice and how it is interrelated with the career choices in FCS.*
 - Use a list of career descriptions and list personal skills possessed and link each skill to the appropriate careers. Teacher will issue students list of career descriptions
 - Search classified ads in the newspaper and determine which jobs are feasible for the skills they possess.
 - Write an essay on the importance of opening a business in an area they are skillful and passionate of. Students will then implement a business plan for a business they would like to open. If done as a Group Activity, the business may be categorized as a family business - Entrepreneurship Project.

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C. Family and Community Services

1. Investigate local, state, and national agencies that provide family and community services.

- Identify available family and community services.
- Interview a staff member of a long-term care health facility.
- Follow a specific local issue in the news and describe the impact of family and community services.
- Identify, investigate and report on issues such as eating disorders, food allergies, diabetes, and depression and the family and community services that are available for assistance.
- Create a list of health concerns of families that would affect the community.
- Locate and use information about community agencies and services they provide and who might use them.
- Assess the opportunities to volunteer in your community and describe the benefits of these to the community.
- Develop and execute a service learning project that would benefit a family and community services agency.

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D. Human Development

1. Critique factors that impact human growth and development across the life span.

- Complete a timeline of their lives from birth to current age. The timeline will consist of milestones in their lives.
- Complete a research project on major theorist(s) in human growth and development. Theorist to research, but not limited too; Jean Piaget, Abraham Maslow, Erik Erikson, Sigmund Freud, Lev Vygotsky, Albert Bandura, Arnold Gessell, and B.F Skinner.
- Show the class a list of environmental and heredity factors that influence human development (overhead or power point would be ideal). - Nature Vs. Nurture Debate. Divide the class into two teams, have open discussion/debate on whether each factor is environmental or hereditary, and how it influences growth and development. Students are responsible for supporting their answers. As a closing activity, have each student present a Nature or Nurture Venn Diagram.
- Interview an older person (60 years and older) on events that took place in their lives. The questions should cover milestones that occurred during their childhood, adolescent, adulthood, middle adulthood, and retirement years. Suggestions for interview are; Videotape, audiotape, or typed question-answer format.

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E. Parenting

- 1. Justify parenting practices that maximize human growth and development.**
 - Compare TV parents with their own parents' parenting practices.
 - Use resources (DISCUSS/Textbooks/magazines) to discover successful parenting practices.
 - Group Activity-Each group is to develop a Power Point presentation that offer guidelines to parents on how to maximize physical, mental, social and emotional human growth and development in their children.

- 2. Evaluate factors related to beginning the parenting process.**
 - Have students ask parents to respond to the statement, "If you could start the parenting process again, knowing what you know now, would you do things differently?" Share findings.
 - Have students research to discover factors related to beginning the parenting process. Share their findings.
 - Compile a list of factors relating to beginning the parenting process. Determine which 3 factors are most important. Justify the choices.

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F. Early Childhood, Education, and Services

1. Formulate strategies to meet children's physical, intellectual, emotional, social, and moral needs for each stage of development.

- Develop a developmental stage checklist and observe two children in the same age group. Compare the development of the two children. Discuss your findings with the class.
- Select a theme, i. e. Bubbles, Ocean friends, five senses, leaves, etc. and develop learning activities to address each domain – physical, intellectual, emotional, social, and moral for a selected stage of development.
- Use different resources and create a floor plan layout for early childhood. Include all needed centers, furnishings. equipment, etc.
- Develop lesson plans for one day of activities for a selected stage of development. Include safety factors in the plan.
- Visit a childcare center or classroom. Use specific criteria to keep anecdotal records of observations.
- Develop a marketing strategy for an early childcare class or center.
- Write a job announcement for a childcare center. Include education needed, qualifications, job description, salary, hours, and incentives that may attract workers, etc.
- Interview an Early Childhood professional to describe a day in an early childhood center.

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G. Nutrition and Wellness

1. Demonstrate food safety and sanitation procedures.

- Using a black light and glo-germ, evaluate hand washing techniques.
- Explain good safety and sanitation practices from production through consumption.
- Using a food storage chart to ensure safe and good quality food to indicate when food purchased this week would need to be consumed.
- Research bacteria that generally cause food borne illness.
- Conduct a demonstration of handling and preparation techniques to promote safe, top quality food products.
- Invite a food service establishment manager to talk about food safety and sanitation.
- Interview a Department of Health and Environmental Control inspector regarding factors that determine grading for food establishments.
- Create a food safety and sanitation brochure or flyer.
- Seek and acquire food safety and sanitation certification (ServSafe).
- Discuss how cross contamination occurs and how it can be prevented.
- List federal, state, and local inspection and labeling systems that protect health of individuals.
- Collect newspaper articles regarding food safety and sanitation. Write a critique of the article.

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2. Recommend nutrition and wellness practices that enhance individual and family well-being.

- List factors that influence dietary needs and choices of an individual and family.
- Compare factors that impact food choices and other nutrition practices such as psychological, cultural, technological, economic, and environment.
- Examine legislation and regulations related to nutrition and wellness issues.
- Collect and discuss current issues (from newspapers, magazines, Television announcements, etc) regarding nutrition and wellness.
- Invite a pharmacist or other health care professional to discuss “over the counter” versus prescription drugs that can be used to treat common ailments.
- Develop a personal record of contact information for your health care professional: name, address, telephone, e-mail, fax number, and hours of operation.
- Investigate common food allergies and their possible impact on nutrition and wellness.
- Role play situations in which adolescents are influenced to make food choices.
- Interview three people about family food habits: eating patterns, favorite foods, family traditions, and where the family eats. Write a report on how family influences food choices.
- Create a presentation on native fruits, vegetables, and grains of a particular culture.
- Discuss factors that influence a family’s food budget.
- Invite a nutritionist to present facts and fallacies about vegetarian diets. Compare a teens’ self-developed vegetarian diet to established guidelines.
- Invent a low fat, low sugar dessert.
- In small groups prepare a “deck of flashcards ” with nutrition questions and answers. Randomly distribute to students and teachers.
- Plan a week’s menu guide for various families, such as a pregnant woman, family of four with two toddlers or a single senior man. Develop a scoring rubric to evaluate each menu.

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H. Consumer and Family Resources

1. Organize tasks and responsibilities by applying management and planning skills.

- Compare different methods of managing and planning resources.
- List and discuss different family structures and resources needed by each.
- Identify values and goals that cause a family to use specific resources.
- Set a goal to reach or determine a problem to solve. Analyze ways to accomplish the goal or solve the problem and identify resources needed.
- Review credit application from various lenders and determine if a given family should secure credit with a particular company.
- Review information contained on a sample credit report.
- Analyze the cost and benefits of borrowing money to meet individual and family goals. Examine the role and responsibility of a loan holder and a co-signer on a loan.

2. Evaluate the impact of technology on consumer and family resources.

- Analyze advertisements and infomercials for accuracy of information and their persuasive powers over consumers.
- Read and report on technological issues related to consumer and Family resources.
- Watch a commercial and summarize its claims.
- Research state and federal regulations that protect consumers.
- Identify different methods of advertising and their goals.

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3. Assess personal and family financial planning strategies.

- Identify personal and family values and goals to manage resources.
- Develop a technology-based budget to use when planning finances.
- Select a career and go through all of the steps of planning for a home, to pay bills, to purchase a car and insurance, etc.
- Develop a checklist or evaluation instrument to use when planning a budget.
- Invite a financial planner to discuss and establish a financial plan for personal and family life.
- Identify factors that influence the use of various family and community services both for profit and non-profit services.
- Locate various books on budgeting and getting out of debt.. Write a report on your findings.
- Create a scenario and develop a budget for the family situation you describe.
- Develop short, intermediate and long-term goals and identify the cost associated with each goal. Determine how these goals will fit into a budget.
- Analyze how personal choices, education and training, technology and other factors affect income.
- Differentiate between financial management practices that create expand, protect or deplete a family's worth net.

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I. Consumer Services

1. Investigate consumer programs and services provided by government agencies, public utilities, and environmental organizations.

- Identify consumer rights and responsibilities.
- Evaluate the labeling, packaging, and warranty information of consumer goods.
- Role-play an illustration of a consumer responsibility.
- Develop a presentation on the "Rights of the Consumer".
- Prepare a strategy to seek resources for: a defective product, services which were unsatisfactory, or a warranty that is not honored.
- List specific laws and regulations and discuss how they protect consumers.
- Identify major consumer protection organizations and define their role in consumer protection.
- Identify a consumer problem and determine a law or policy that protects the consumer. What government agency enforces the law?
- Describe the kinds of product testing done by Underwriter's Laboratory or another agency.
- Create a chart including the Chamber of Commerce, Better Business Bureau, Newspaper editorials, small claims court, state legislator or congressional representative.

2. Evaluate the labeling, packaging, and warranty information of consumer goods.

- Brainstorm advantages and disadvantages of knowing the labeling, packaging, and warranty information of consumer goods.
- Collect information – labels, packages, and warranties – for purchased items. Analyze each and explain what kinds of information is contained in each.
- Compare same kinds of merchandise i.e. portable DVD player, or different brand names, and prices. Examine the labels and warranties. Compare your findings.
- Create a product and write a warranty for the product.
- Create scenarios about good and bad things that can happen regarding labels, packaging and warranties. Role play the scenarios with solutions or actions that can be taken if it involves a bad experience. Base good experiences on knowledge and facts learned through research and class

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discussions.

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J. Textiles and Apparel

1. Recommend appropriate procedures for care of textile products.

- Instruct students to create a sample notebook of various clothing repairs. The teacher would provide the instructions and paper for students to use to construct their samples and place in their notebook. Examples include: different types of hems, seams, buttons, Zippers, etc.
- Create four different stations of fabrics with stains. (Stains could include chocolate, soft drink, gum, pen, etc.) Students will use various methods to remove these stains to see which method works most effectively. Students will record their findings.
Supplies needed: laundry detergent, shout/bleach pen, water, bowls/sink, and supplies needed to create stains.

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K. Housing, Interiors, and Furnishings

- **Demonstrate design concepts through visual presentations.**
- Identify and explain the elements of design including texture, pattern, line, form and shape, space, color, light,
- Identify and explain the principles of design using a variety of research and reporting methods: proportion, scale, balance, rhythm, emphasis, harmony.
- Identify elements and principles of design.
- Apply elements and principles of design.
- Evaluate the use of elements and principles in design.
- Plan a field trip.
- Invite a speaker, interior designer, architect, or construction manager.
- Develop a portfolio depicting the elements of design.
- Create a sample board showing the color wheel with hue, tint, and shades of color using fabric, magazines, watercolor, and etc.
- From the sample board create a color selection for different types of living spaces, workspaces, and lounging spaces.
- Create a display showing the principles of design.
- Collect damaged merchandise from various businesses. Redesign an area in the school. Build an album showing different steps in creating a display.
- Develop an evaluation rubric for projects.
- Research characteristics, use, and care of various household textiles.

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L. Facilities management and maintenance

1. Evaluate procedures used to create a sanitary, safe, and secure environment.

- Observe classroom safety guidelines.
- Complete a classroom safety test with the prescribed percentage (determined by the teacher) of accuracy.
- Compile a list of most frequent accidents that occur in the home and give suggestions for prevention.
- Develop an emergency home plan in the event of fire or natural disaster.
- Complete a home security checklist.
- Prepare a list of Internet sites for renovating and remodeling a home.
- Make suggestions for remodeling a room to make it more functional and attractive.
- Develop a comprehensive plan for maintaining the interior and exterior of a home (weekly, monthly, yearly).
- Research ideas for renovating and remodeling a home.
- Research resources for home care, maintenance assistance, and home improvements.
- List methods of ensuring customer safety.
- Examine and discuss evacuation plans and emergency procedures.
- Design a safety checklist for a specified facility.

2. Apply concepts to meet customer expectations.

- Act the manager of a facility. Outline the expectations you have for your employees to meet customer expectations.
- Brainstorm and make a list of some customer expectations.
- Role-play appropriate and inappropriate customer service techniques.
- Write scenarios that have been observed, experienced or created. In small groups determine the best methods of handling the different situations.
- Write complaints to be placed in a complaint box. Give suggestions to resolve the complaint. Evaluate the possible outcome of the suggestion.
- Visit various establishments and observe customer relations techniques. Discuss your findings with the class.
- Discuss reasons for good customer relations.